

Writing Road to Reading Daily Lesson System's (Word Level Spelling/Reading Skill)

Lesson Component	Planned Instruction	Time
1. State the goal and purpose	Language Objective	30 Sec
2. Review previous lessons	<p>Receptive Review- show the grapheme/syllable/word and have the child read</p> <p>Expressive Review- pencil/paper; dictate the grapheme/syllable/word and child write; show grapheme; if a mistake cross out and correct</p> <hr/> <p>For students who need phonology skill development</p> <p>-Ask them explain the place and manner of each phoneme represented by the grapheme</p> <p>-Ask them to show you the visual phonics sign</p>	5 minutes
3. Grapheme and Handwriting Instruction	<p>Introduce the new grapheme</p> <p>-Say</p> <p>-Echo</p> <p>-Correct if mispronounced</p> <p>-State the rule</p> <p>-Teach the handwriting</p> <p>-Practice writing 20 times reciting out loud all sounds in order</p> <p>Introduce 5-6 new graphemes</p> <hr/> <p>For students who need phonology skill development</p> <p>-Teach the sub-phonemic features</p> <p>-Teach the visual phonics cueing system</p>	10 minutes
4. Word instruction	<p>Once you have enough graphemes to teach a word begin word instruction</p> <p>-Say</p> <p>-Echo</p> <p>-Correct if mispronounced</p> <p>-Segment and blend 4 different ways (tapping, slinky, bingo blotter, cubes, chips, line spelling)</p> <p>-Phoneme/Grapheme mapping</p> <p>-Analyze the word</p> <ul style="list-style-type: none"> <li>+ underline digraphs, trigraphs, quadgraphs, vowel teams</li> <li>+ indicate syllable type (C, O, VT, LE, R, E, Ø)</li> <li>+ indicate 2,3,4,5,6<sup>th</sup> sound a grapheme makes in this word</li> <li>+ indicate silent e rule</li> <li>+ indicate any odd grapheme that cannot be explained</li> <li>+ indicate the word of origin</li> </ul>	10 minutes
5. Ayers List (after completing all grapheme instruction)	<p>Introduce the Ayers List word (six per day)</p> <p>-Say</p> <p>-Echo</p> <p>-Correct if mispronounced</p> <p>-Segment and blend</p> <p>-Phoneme Grapheme Mapping</p> <p>-Analyze the word (see 4. Word Instruction)</p>	10 minutes

	<p>-Write in spelling note book</p> <hr/> <p>As words become advanced begin to teach ...</p> <ul style="list-style-type: none"> <li>-Rare syllable types</li> <li>-Inflectional Morphemes</li> <li>-Derivational Morphemes</li> <li>-Parts of Speech</li> </ul>	
6. Work Stations	<p>Develop workstations that reinforce the skills taught</p> <ul style="list-style-type: none"> <li>-California Reading Boxes- moveable alphabet, picture cards with spelling on back for self check</li> <li>- Decodable text that only contain the taught graphemes</li> <li>-Sorts (e.g. vowel-consonant; use at the end of a word or not; grapheme or word of origin)</li> <li>-Word family flips (Change the first letter or the rime to manipulate the word)</li> <li>-Spelling stations – spelling words from pictures in a variety of ways(e.g. stamps, typing, painting, etc)</li> <li>-Cooperative or Reciprocal Teaching tasks focusing on dictation or joint analysis of words</li> </ul>	10 minutes
7. Cumulative dictation or spelling test	<p>End with a dictation and/or spelling test: Item=grapheme or spelling word</p> <p>Day one: six items taught today</p> <p>Day two: 12 items- 6 taught today; 6 from day one</p> <p>Day three: 18 items- 6 taught today; 6 from day two; 6 from day one</p> <p>Day four: 24 items- 6 taught today; 6 from day three; 6 from day two; 6 from day one</p> <p>Day five: 30 items- 6 taught from today; 6 from day four, 6 from day three; 6 from day two; 6 from day one</p> <p>Day six: 6 taught from today; drop the items from day one</p>	10 minutes

Oral Language Development Daily Lesson Systems – Goal is to increase oral language skill development

1. Before Teaching Prep	<p>Planned Instruction</p> <ul style="list-style-type: none"> <li>-Choose text for students to practice oral language skill development <ul style="list-style-type: none"> <li>+ recreational level text</li> <li>+ new vocabulary</li> <li>+ novel or interesting background knowledge needed</li> <li>+ syntax structures that may not be present in oral language</li> <li>+ text containing graphemes from the word level instruction</li> </ul> </li> <li>-Analysis of the text <ul style="list-style-type: none"> <li>+ hypothesize vocabulary that must be taught</li> <li>+ hypothesize background knowledge that must be developed</li> <li>+ plan to explain/teach interesting syntax (eg; use of clauses, passive voice, infinitives, etc)</li> <li>+ create cards of words that contain the graphemes taught</li> </ul> </li> </ul>	15 min per book
2. State the goal or purpose	Language Objective	30 sec
3. Introduce the book	-Picture walks; query to determine background knowledge	2 min
4. Teach Vocabulary	<p>Choose key vocabulary to follow a system for instruction</p> <ul style="list-style-type: none"> <li>-Say, echo, correct</li> <li>-Give definition</li> <li>-Introduce the vocabulary using a visualizing and verbalizing approach (3 sentence with strong imagery; ask students to generate own sentence)</li> <li>-Show three pictures of the vocabulary word and discuss</li> <li>-Have fun with the vocabulary (e.g. word play, key word method, synonym, antonym, homophone, palindrome, etc)</li> <li>-Complete 4 square graphic organizer of the word</li> </ul>	5 min depending on which step needs to be taught in detail
5. Teach background knowledge needed to understand the book	<p>Sky's the limit</p> <ul style="list-style-type: none"> <li>-Query</li> <li>-Tangible objects</li> <li>-Stories</li> <li>-Other books to explore</li> <li>-Multimedia</li> </ul>	
6. Teach syntax structures	<p>Sky's the limit</p> <ul style="list-style-type: none"> <li>-Comparative linguistics (how the author says vs how we might say)</li> <li>-Parts of speech labels</li> <li>-Sentence anagrams</li> <li>-Identify phrases and clauses</li> <li>-Teach new grammar ideas</li> </ul>	
7. Word work transfer	Pull out words from the text that relate to the work done in the word work portion of the day	
8. Word Stations (optional)	If the students need more time to understand the vocabulary, background knowledge, grammar structure or word work have	10 min (if extending

	them complete work stations -vocabulary match -background knowledge match -visualizing task -phoneme grapheme mapping -sentence anagrams -sight word practice	one book over two or three days)
9. Read the Text	Read without interruption (don't stop to explain concepts or ideas) -Visualization ( teach the students to visualize while you read the text -Once visualization has been mastered then chorally read the text together	5 min
10. Retell the Text	Retell – both if done Read Aloud or Choral reading	2 min
11. Question the Author	Ask questions about the story -Start with recall questions -Next ask questions that require inference (if no inference is made then stop and discuss) -Finally ask summarization or application questions	3 min